Class/grade: 2nd Age group: 7-8

School: Caldwell Heights Elementary School code:

Title:

Teacher(s): Diana Hill, Sandra Miller, Amanda Mitchell, Vanessa Rivas,

Claire Pinali

Date: 1st 6 Weeks August 29-October 7

Proposed duration: number of hours: over number of weeks: 6

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**How We Organize Ourselves: structure and function of organizations – societal decision making**

* **central idea**

**Communities develop systems of order.**

**Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Problematic Scenario:

There is a new water park being built in your community. You are on the planning committee to create rules for the safety and enjoyment of your guests. Develop 5 rules that all guests must follow including why each rule is important for the theme park to be successful. Also, explain what happens to the community when those rules are not followed.

Name rules in your community that will help you create rules for your park.

Develop criteria for judging the validity of the rules (make a rubric for things such as safety, easy to apply, easy to follow).

Explain and justify how rules and laws establish order, provide security and manage conflict.

Evaluate the list of rules created and judge which 5 are the most essential to the success of the park.



PYP planner

Planning the inquiry

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Function, Causation, Reflection, Perspective

What lines of inquiry will define the scope of the inquiry into the central idea?

* An inquiry into how systems work.
* An inquiry into how communities identify problems and propose solutions.
* An inquiry into how we examine the effectiveness of decision-making.

What teacher questions/provocations will drive these inquiries?

**Questions:**

Why do we have rules? Who makes rules and how? Who decides on the rules? What makes a rule fair? What’s the difference between a rule and a law? What would happen if we didn’t have rules?

What incorporates a community? What makes a community work effectively? Why is it important to follow community rules? What do we do to stay safe in our community?

How do you choose the right decision? How do you know you made the right decision?

Does the right decision look the same for everyone?

How do climate patterns affect our choices? How can we organize and plan for everyday experiences? Are there observable patterns that help us plan?

**Provocations:**

What would happen if there were no traffic lights?

Why can’t we wear the same clothing every single day?

Create a “Day of Chaos.” Students are placed in a classroom environment where their books, math manipulatives, and other classroom materials have been taken from their shelves and it is up to the group to decide how to organize these materials most effectively and to explain the reasons for their organizational decisions.

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Discuss with students how they organize themselves on a daily basis (eg time, clothes, books, etc…) in order to identify the connections the students make with systems they know help to organize themselves.

In small groups, students draw and explain the parts of a calendar to ascertain understanding of months of the year and days of the week, and how calendars are used in order for us to organize their lives.

Ask “Why do we have rules? What would happen if we didn’t have rules? What makes a good rule?” Students turn and talk then share out.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Small group activity: Identify a problem and propose a solution/solutions. Use the five rules of the science lab. Students divide into groups and answer:

**What does this rule mean?**

**Why do you think we have this rule?**

**Demonstrate this rule in action (show me what it looks like).**

**After each group presents, write and reflect in science journal about each rule.**

**Students graded on 1-4 scale based on rubric provided.**

Checklist for debate/pro and con list.

Observation

Anecdotal records/notes

Graphic organizers (RAN chart, KWL chart)

Project and Activity Rubrics

Planning the inquiry

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

United Streaming – Community Rules and Laws, PTA visit that describes their roles/rules/procedures, Books Fiction & Non-Fiction, BrainPop Jr., board games, clothing for different climates

Clocks-timelines, calendars, newspapers Pearson online books printed for groups

Suitcase cards for roles of government Tribes posters and books

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

We will use the flags in the cafeteria and library to show examples of country symbols, the community will be brought in to describe their role in the system.

Visit other classroom in own school and common areas, visiting the library

Have other staff members available to provide examples of how they organize themselves reorganize the class for “day of chaos”

**4. How best might we learn?**

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

(Open-Ended task) Students create a Mind Map or flow chart of the different organizational systems that are used in state, local, and national government and of those people (including themselves) who are involved. Students draw and/or write what they believe to be organized, the parts of the systems used and who is responsible. Students also describe how the absence of any of these systems would affect other systems and the community. This assessment will be done at the beginning of the unit and will be repeated at the end of the unit.

Debate the pros and cons of communities without rules.

As a class, create collective essential agreements. Students work in groups to come up with rules and share out to create class-wide rules.

Students will create campaign posters, using IB attitudes, for a classmate to run for classroom ambassador. Class will vote on an ambassador based on the campaign posters.

Bring in a suitcase (or container) with characteristics of different government leaders (mayor, governor, city officials, state rep, etc…) and have students categorize the different characteristics with the appropriate official.

Students visit school library to discuss the lending system and look at how books are organized.

Take students to school cafeteria to discuss the food services systems (purchasing food, getting a tray, making their lunch choice, etc…) and compare/contrast this system to the library one.

Students draw and write down their daily activities and sequence them.

Discuss the current way that we store evidence of learning in our portfolios. What other ways could we do this? How do other people in the school organize and store information? What are the strengths and weaknesses of our portfolio system? What could we do to improve it?

Students explore the features of a variety of schedules and timetables (daily, weekly, and annual) both within the school and the wider community. In groups, students share how these schedules and timetables are used within the system to which they relate, and how the people who run the system use these schedules and timetables to help organize people, items, and events.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Social Skills

Thinking Skills

Communication Skills

Thinkers – Explaining your reasoning

Communicators – Debating pros and cons, working in groups

Principled – Create classroom essential agreements

Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

* develop an understanding of the concepts identified in “What do we want to learn?”
* demonstrate the learning and application of particular transdisciplinary skills?
* develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Reflecting on the inquiry

**9. Teacher notes**

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.